

MÁSTER UNIVERSITARIO EN FORMACIÓN DEL PROFESORADO DE SECUNDARIA, BACHILLERATO, CICLOS, ESCUELAS DE IDIOMAS Y ENSEÑANZAS DEPORTIVAS

Didactic Planning

INNOVATIVE PROPOSAL BASED ON ACTIVE METHODOLOGIES

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SUMMARY:

This master's thesis based on the concept of English as a lingua franca proposed by David Crystal and its impact on teaching and learning English deals with the need of renewing didactic planning in educational centers, proposing improvements to help students develop fluency and proficiency in this globalized world where English serves as their primary, as we said before, lingua franca. The thesis also aims to implement active methodologies, specifically Project Based Learning (PBL) and student-teacher role changing, into a practical curriculum. Finally, this study emphasizes the importance of coherent and well-structured didactic planning to improve educational outcomes.

KEY WORDS:

Didactic planning

Active methodologies

Communicative Competence

Project based learning

RESUMEN:

Esta tesis de fin de Master, basada en el concepto de inglés como lingua franca propuesto por David Crystal y su impacto en la enseñanza y el aprendizaje del inglés, aborda la necesidad de renovar la planificación didáctica en los centros educativos, proponiendo mejoras para ayudar a los estudiantes a desarrollar fluidez y competencia en este mundo globalizado donde el inglés sirve como su principal herramienta y lengua franca, como mencionamos anteriormente. Este trabajo también tiene como objetivo implementar las metodologías activas, específicamente el Aprendizaje Basado en Proyectos (PBL) y el cambio de roles entre estudiantes y profesores, en un currículo práctico. Finalmente, este estudio enfatiza la importancia de una planificación didáctica coherente y bien estructurada para mejorar los resultados educativos.

PALABRAS CLAVE:

Programación didáctica

Metodología activa

Competencia comunicativa

Enseñanza basada en proyectos

TABLE OF CONTENTS

.....	0
Table of Contents	3
1. INTRODUCTION	4
2. DEVELOPMENT OF THE PROJECT	13
A)Contents, competences, and evaluation.....	29
B)Tic activities	36
C)Active methodologies.	38
D)Innovative educative proposal.....	39
E)Identification of improvement areas of the academic guide and new contributions.	44
3. development of the didactic unit	48
4. Possibilities for educational research projects.	75
5. CONCLUSION	75
6. REFERENCES	77

1. INTRODUCTION

A) INTRODUCTION

In today's world, we can consider that only a few languages hold global relevance, and though this may seem unfair, there are several reasons behind it. Some languages are significant due to the sheer number of speakers they have, while others gain importance as languages of business, especially those associated with emerging economic powers. Additionally, some languages serve as a means of communication between cultures with different native languages (L1), and this is precisely the case with English, which serves as the primary lingua franca.

English has gained popularity as a lingua franca in the current globalized era, where individuals from different linguistic backgrounds can communicate with each other every day. The remarkable expansion of English as a lingua franca has sparked a series of debates and research on the teaching and learning of English.

The concept of English as a lingua franca has changed the way we teach, and we understand English in the current world. The focus of English as a lingua franca centers on the ability of non-native speakers to effectively communicate in a variety of intercultural contexts without the need for linguistic perfection or adherence to specific standards. The emphasis on communicative competence and functional fluency has gained popularity in this regard.

Furthermore, it is worth highlighting where these concepts and ideas come from. The principal source on this subject is a prominent linguist and expert in the English language, such as David Crystal. Crystal has made significant

contributions to applied linguistics, particularly regarding the use of English as a lingua franca. His works have enhanced our understanding of how English is used and develops in global contexts, challenging numerous conventional assumptions about English language learning.

Because of this challenge to the traditional approach, the didactic planification also had to change to include this revised linguistic perspective. This is the reason why a new syllabus started to be created to all the stages of the obligatory education.

This why nowadays we can say that effective teaching and learning in secondary education depend on a good and innovative didactic planning, Specially when talking about foreign languages as English. Didactic planning is the process of creating and arranging instructional materials such as lessons, activities, and tests to make sure that students learn the concepts and abilities outlined in the curriculum. The effectiveness of didactic planning can impact how engaged students are in the learning process, the learning outcomes they obtain, and their ability to apply their knowledge in new contexts. As a result, didactic planning is an intricate and multifaceted process that involves carefully considering a variety of factors, such as the curriculum's goals, the needs and characteristics of students, the resources at hand, and the pedagogical strategies that are most effective for fostering student learning.

Despite its significance, didactic planning is frequently overlooked and understudied in secondary education. To improve educational outcomes, educational officials may not give didactic preparation enough attention or provide teachers with enough assistance. This may lead to less-than-ideal learning results due to

a lack of coherence and alignment between educational objectives, instructional strategies, and student learning experiences.

B) JUSTIFICATION

The goal of this master's project is, on the one hand, to examine the nature of didactic planning in secondary education as a whole and to pinpoint the elements that go into successful didactic planning.

To do that it is clear that learning to program or educational programming make our didactic planning clear and useful, as well it has many advantages for both students and teachers. The program helps students develop their critical thinking abilities, logical reasoning, and structured problem-solving techniques. Additionally, it encourages effective creativity-enhancing creative solutions.

The development of didactic curricula for secondary school is very advantageous for both educators and students. First, it offers a chance to efficiently plan and arrange the assignments and material that will be generated throughout the course. This organization gives a general picture of the teaching and learning process, enabling effective allocation of time and resources.

Similarly, didactic programming establishes a logical connection between the established educational objectives and the material, procedures, and assessment criteria utilized to assure curricular coherence. By preventing unneeded gaps or overlaps, this helps learning continue sequentially and gradually.

The capability of modifying approaches and material to meet the specific requirements of pupils is another essential advantage. The learning process is considerably improved by favoring an inclusive and individualized approach to

teaching that takes into account various learning styles, speeds, and unique motivations.

Didactic programming also serves as a teacher's manual, offering a strong structure for the whole instructional process. This aids in resource selection, lesson planning, and the use of good teaching techniques, leading to more efficient and impactful instruction.

Additionally, numerous evaluation tools and tactics may be incorporated into the design of didactic programming to acquire reliable data on students' development. This early formative evaluation makes it easier to see possible learning challenges and put the right supports in place to help students get through them.

The last benefit of didactic programming is that it encourages collaboration and coordination among teachers who are teaching the same subject or course. Teamwork and collaborative learning are improved through exchanging assessment criteria, ideas, and best practices, as well as working together to create joint activities.

Just to finish this reflection the didactic programming in secondary education gives instructors a useful tool for organizing, planning, and modifying their instruction to support meaningful and fruitful learning.

Finally, his project will employ a mixed-methods approach that combines a review of the pertinent literature on didactic planning with a revision of the actual planning of my educational center, as well as research on case studies of successful didactic planning and classroom observations, in order to provide answers to these questions. To make sure that the results are pertinent and

appropriate to actual educational environments, the research will involve working with instructors.

On the other hand, to be more particular and speak about my area of expertise, teaching foreign languages to secondary school students is an essential part of a well-rounded curriculum that prepares them for a globalized world. The delivery of a high-quality language education to pupils that promotes their cognitive, social, and cultural development depends on effective didactic planning. The situation of didactic planning for foreign languages in secondary school needs to be examined, nevertheless, especially in light of recent changes brought about by the new education law, LOMLOE. By examining the present regulatory landscape and offering suggestions for efficient didactic planning, this study seeks to close this gap.

C) OBJECTIVES

Examining the existing legal framework controlling the instruction of foreign languages in Spain's secondary schools is the goal of this research project, with a focus on the Galician Autonomous Community. The research attempts to get a thorough knowledge of how foreign language education is structured and administered within this environment by examining the current laws and policies.

The research also looks at areas where the existing didactic planning procedures for teaching foreign languages in secondary education might be improved. The research seeks to identify potential for improving the efficacy of language education and maximizing the learning experience for students by assessing the current methodologies.

The research will also look at the changes made by the LOMLOE, a new education law, and assess how they may affect the didactic structure of foreign

language instruction in secondary education. This investigation will shed light on the effects that recent legislative changes have had on foreign language teaching practices and curriculum development.

The research project will put out a number of recommendations for effective didactic planning in the teaching of foreign languages in secondary school, drawing on current research and industry best practices. These suggestions, which seek to improve the general standard of language education and student results, will be supported by research- and practice-based solutions.

The research will also assess how the offered recommendations could affect students' educational results, including their development on the cognitive, social, and cultural levels. The study attempts to ascertain how the suggested enhancements in didactic planning might help to students' overall growth and academic achievement by evaluating the impact of these recommendations.

In the conclusion, this research project will offer a thorough analysis of the situation of didactic planning for foreign languages in secondary school in Spain at the moment. The study's conclusions will be used as the foundation for suggestions that are supported by data and targeted at improving language training. By implementing these recommendations, the educational system in the Galician autonomous Community may be expanded and improved while also potentially having a good impact on students' academic achievement.

D) CHAPTER PRESENTATION

Chapter 1: Introduction

The research subject covered in your master's thesis is introduced in detail and succinctly in this chapter. The framework is set, the goals are discussed, and the explanations of the topic's relevance and appeal are given. An outline of the next chapters is given, along with a description of the thesis' overall structure.

Chapter 2: State and Specific Regulatory Framework of the Autonomous Community of Reference

This chapter examines the educational regulatory framework at the state level and specific to the reference Autonomous Community. It analyzes the current laws, decrees, and regulations that impact the educational field, as well as the established policies and guidelines. The objective is to gain an understanding of the legal and regulatory context within which the educational institution and the didactic programming are situated.

Chapter 3: Contextualization of the Educational Institution

This chapter provides a contextualization of the educational institution where the proposed improvement will be implemented. It describes relevant aspects such as the type of institution, its location, student profile, teaching staff, and other elements that influence the design of the didactic programming. The objective is to provide a clear context for understanding the challenges and specific needs of the institution.

Chapter 4: Presentation of the Didactic Programming, Analysis, and Improvement Proposal

This chapter presents the existing didactic programming in the educational institution and conducts a critical analysis of it. It identifies strengths and weaknesses in relation to different aspects such as content sequencing, competency

development, and evaluation. Furthermore, it proposes specific improvements in specific areas. The chapter also addresses aspects related to the use of ICT, active methodologies, educational innovation, the development of values related to equity and diversity, ethical values, as well as reinforcement and attention to special groups.

Chapter 5: Development of the Didactic Unit or Work Unit

This chapter develops a specific didactic unit or work unit in detail, in line with the proposed improvements in the previous chapter. It describes the structure of the unit, learning objectives, contents, planned activities, and resources used. The focus is on integrating the aspects addressed in the improvement proposal, such as the use of ICT, active methodologies, values development, and attention to diversity.

Chapter 6: Possibilities for Educational Research Projects

This chapter explores possibilities for educational research projects that could be conducted in the context of the educational institution. It analyzes topics of interest and proposes ideas for future research. The chapter addresses aspects such as research design, methodologies to be used, and the potential benefits it

E) METHODOLOGY

The methodology that will be used in the creation of this paper will be presented in the paragraphs that follow.

When I was analyzing the teaching syllabus for secondary school English of my School for this paper, it was important for me to keep in mind several key factors.

Firstly, it was crucial for me to review the educational goals set by the English curriculum, ensuring that they are clearly defined and aligned with the expected language and communication skills for students at that level. My internship tutor helped me in the tutorial hours to deeply understand the syllabus, and to navigate through the document.

I have to compare the syllabus given with what the LOMLOE says it should be, this action took me almost 2 weeks to do a superficial analysis, and another couple of weeks to plan the possible improvements.

Also, I assess the consistency of the syllabus with the institutional rules and regulations. All guidance, laws and decrees were compiled in relation with the creation of the didactic planning as well as with the competencies, progress, and relations in the topic of secondary education planning to understand how this didactic proposal was based on.

When I was evaluating the content and the sequence and structure of units I needed to ensure if it covers a range of topics and its well-balanced in terms of grammar, vocabulary, communication skills, and culture and that it was a logical and coherent progression in presenting content, having enough opportunities to practice and reinforce knowledge and skills from previous units.

To achieve this evaluation, I made a simple DAFO analysis to measure the deficiencies and advantages on the contents and structure proposed of this syllabus.

There were crucial for me the tutorial hours and meetings with my internship tutor, that helped me a lot to improve both my analysis and the proposed didactic unit based in my ideas and his experience.

To propose enhancements to the teaching program, it is crucial to base them on the conducted analysis. Specific recommendations may include introducing new subjects, expanding interactive activities, incorporating authentic materials, and implementing more formative and participatory assessment strategies. Other potential improvements could involve integrating projects, connecting with extra-curricular learning experiences, utilizing interactive digital resources, and providing ongoing teacher training in innovative English teaching approaches.

2. DEVELOPMENT OF THE PROJECT

A) STATE AND SPECIFIC REGULATORY FRAMEWORK OF THE AUTONOMOUS COMMUNITY OF GALICIA FOR SECONDARY EDUCATION

With the adoption of the new education law, the Organic Law 3/2020 (LOM-LOE), the Spanish educational system has experienced substantial modifications. All educational levels have been impacted by these developments, including secondary education, a crucial phase in students' educational development. As I previously stated, didactic planning is an essential component of secondary education because it helps to guarantee that students receive a high-quality education that will prepare them for postsecondary studies or for the workforce.

- 1) The state regulatory framework is the following.

The Constitution establishes the general framework of rights and fundamental principles in Spain. In the field of education, Article 27 guarantees the right to education and establishes the general principles of the education system.

The Organic Law of Education (LOE) was approved in 2006, establishes the general framework of the education system in Spain. It contains specific

provisions regarding compulsory secondary education, including its structure, curriculum, evaluation, and promotion.

The Organic Law for the Improvement of Educational Quality (LOMCE) was approved in 2013, introduced changes in the Spanish education system. It modified aspects related to the curriculum, subjects, and assessments in compulsory secondary education. (Now is only available for this last course and only in pair courses)

Finally, the two last are the most recent, The Organic Law 3/2020, of December 29 (LOMLOE), which modifies Organic Law 2/2006, of May 3, on Education (LOE). And the Royal Decree 217/2022, of March 29, establishing the organization and minimum teachings of Compulsory Secondary Education.

- 2) The regulatory framework for the Autonomous Community of Galicia is a key topic of this master's thesis on pedagogic planning for secondary education in Spain.

In accordance with the guidelines established by the Organic Law 2/2006 on Education (LOE), which was amended by the actual educational law (LOMLOE) in 2020, the teaching of foreign languages in secondary education in Galicia is governed by the Ministry of Education, Universities and Professional Training of the Government of Spain as well as the community of Galicia.

Because of that the Galician government has additionally created rules and directives for the implementation of secondary education in the area, in addition to the LOE and LOMLOE. The decree and orders mentioned are related to compulsory secondary education in the Autonomous Community of Galicia.

Here's a summary of each of them:

The Order of May 12, 2011: Regulates multilingual centers in the Autonomous Community of Galicia and establishes the procedure for incorporating new centers into the Galician Multilingual Centers Network. Its objective is to promote the learning of multiple languages in educational centers.

The Order of September 8, 2021: Develops Decree 229/2011 and regulates the attention to the diversity of students in educational centers in the Autonomous Community of Galicia. It establishes measures to meet the special educational needs of students.

The Decree 156/2022: Establishes the organization and curriculum of compulsory secondary education in the Autonomous Community of Galicia. Issued on September 15, 2022, it replaces Decree 86/2015 and updates the provisions related to compulsory secondary education.

Foreign language instruction is required at all stages of secondary education in Spain, according to the LOE and the LOMLOE, and in Galicia, it is often provided as a component of the ESO, or obligatory secondary school program.

Galician senior school foreign language instruction aims to help pupils develop the linguistic and communicative skills necessary for successful international communication as well as intercultural awareness and understanding.

Guidelines for the creation and implementation of language programs, the choice and preparation of language teachers, the evaluation and certification of language proficiency, and the provision of educational resources and materials are all part of Galicia's regulatory framework for foreign language teaching in secondary education.

The Common European Framework of Reference for Languages (CEFR), which outlines the levels of competency in a foreign language that students should attain at various stages of their education, serves as the foundation for Galicia's secondary school foreign language curricula. The CEFR, which is widely used in language instruction and evaluation throughout Europe, offers a standardized framework for evaluating and certifying language proficiency.

Overall, the Autonomous Community of Galicia's regulatory framework for the teaching of foreign languages in secondary education aims to guarantee that students receive a top-notch language education that fosters their intercultural awareness and understanding while preparing them for communication on a global scale. The Galician government is committed to giving language instructors and students the tools and assistance they need to succeed in their language-learning endeavor.

B) CONTEXTUALIZATION OF THE EDUCATIONAL CENTER

The Alba school has been operating since 1959 and has always been in constant change, providing cutting-edge educational programs while adapting its approaches to the needs of the times. The primary goal of the bilingual school Alba, a secular private institution where lessons for Infant, Primary, and Secondary Education are taught, is to mold individuals with values and equip them with the knowledge necessary to build a better society in a setting that feels virtually familiar. The bilingual school Alba is located in Vigo's city center, specifically on Esperanto Street No. 8, which runs parallel to Urzaiz Street. Nearly majority of the kids live in the many family homes that surround the school, in addition we can identify various stores, banks, cafes, and other businesses. From

early childhood education to the fourth year of secondary education, we have more than 600 boys and girls enrolled. For each of the courses, we have two lines.

Being in the city center has benefits, such as making it simple to visit theaters, movies, and other venues.

The center is comprised of two buildings, one of which houses the first-cycle classrooms, the teachers' room, the secretary, the management offices, the library, and the meeting room.

This structure is attached to another, the larger structure with four floors and a basement. A gym, an audio-visual classroom, restrooms with showers and changing areas, and the elevator room are all located in the basement.

Early Childhood Education classrooms are located on the first floor, Primary Education classrooms for the second and third cycles are located on the second floor, and Secondary Education classrooms are located on the third floor of the building, which is divided into eight classrooms. Additionally, the building's fourth and top story houses restrooms, a lab, a classroom for plastic arts, a computer classroom, and a classroom for technology. This brand-new structure has an elevator.

The facility also contains a covered playground and a covered children's park in addition to a sizable outdoor playground with basketball hoops and indoor soccer goals. We have a garden area in one of the corners.

We provide dinner for 140 people. Ninety percent of our classes have now been converted to digital formats, and the remainder will follow soon. We must

also mention that the center provides after-school programs in addition to morning classroom services.

Centre's governing departments

The primary pillars of Alba's school are the departments that will be mentioned in the following sentence:

Pedagogical Coordination Committee: The main committee in charge of setting the school's direction and structure.

- Director: Perfecto Manuel Leirós Valverde.
- Head of Studies: Margarita Pérez Gómez.
- Stage Coordinators: Guadalupe Pérez Pérez, Marta María Álvarez Pazos, Javier Carrera Soto, María José Bravo Chaves, Luis Alonso Rodríguez, and Nuria Valle Martínez.
- Linguistic Dynamization: Eva María Martínez Adegá.
- Plurilingualism Committee: Sonia Álvarez García
- Library Dynamization: Raquel Alonso Doval.
- ICT Dynamization: Enrique Camesella Sousa and Juan Pablo Pérez Vilar.
- Coexistence Dynamization: Alda María Diz Lorenzo.
- Edinal Coordinator: Juan José Veiga Teijeira.
- Digital Plan Coordinator: Patricia Dapena Carrera.

Then we have the linguistic committee that is the responsible of the dynamization of the three languages present in the Centre. It is also known **Linguistic**

Dynamization area:

- Infant: Adolfo Pérez Vilar and Alda María Diz Lorenzo.
- Primary: Marta María Álvarez Pazos, Adrián Román Carreiro, and María José Bravo Chaves.
- ESO: Juan José Veiga Teijeira, Carlos Durán Abollo, and Lucía González Carballás.
- Non-teaching staff: Roberto Pérez Costas.
- Students: Nicolas Fraga Ojeda and Patricia Puga Martínez.

Plurilingualism Committee: This committee in cooperation to the before mentioned is the responsible of the integration of the different foreign languages in the scholar environment.

- Coordinator: Sonia Álvarez García.
- Primary: Sonia Álvarez García, Miguel Evaristo Torrado Mariñas, Susana Rodríguez Recondo, Miguel Alvarez Barral, Sandra Villar Otero, María del Carmen Rodríguez Casas, Nuria Carnero Mata, and María José Bravo Chaves.
- ESO: Carlos Durán Abollo.

Now are presented the dynamization departments compromised with the guidance and integration of a variety of areas.

Library Dynamization:

- Coordinator: Raquel Alonso Doval.
- Primary Education: Sonia Alvarez García.
- Secondary Education: Angel Rodas Gallego.
- ICT Dynamization: Enrique Camesella Sousa and Juan Pablo Pérez Vilar.

ICT Dynamization:

- Coordinator: Enrique Cameselle Sousa.
- Primary Education: Adrián Román Carreiro, Miguel Álvarez Barral, María del Carmen Rodríguez Casas, and Maria José Bravo Chaves.
- Secondary Education: Juan José Veiga Teijeira, Margarita Pérez Gómez, Patricia Dapena Carrera, Carlos Durán Abollo, and Nuria Valle Martinez.

Coexistence Dynamization:

- Counsellors: Pablo Sestelo Villafines.
- Infant Education: María Alda Diz Lorenzo.
- Primary Education: Nuria Carnero Mata.

Lastly is presented the guidance department, responsible for the **educational guidance for both primary and secondary education.**

Guidance Department:

- Coordinator: Luis Alonso Rodríguez.
- Counsellor: Pablo Sestelo Villafines.
- Therapeutic Pedagogy Teacher: Luis Alonso Rodríguez.

- Teacher of Hearing and Language: Vanessa González Fernández.
- Primary and Secondary Education: Luis Alonso Rodríguez, Vanessa González Fernández, and María del Carmen Barbosa Alvarez.

Source Institutional diagram (PXA of alba´s school)

Departments: The school has 9 departments one for each of the areas of knowledge that are imparted in the educational curricula. In the table that follows give us a glance on the organization of the foreign languages department present in the Alba school

Figure 1

Organization Foreign Languages Department

Departamento de Linguas Estranxeiras		Nivel
Coordinador	Carlos Durán Abollo	E.S.O.
Profesores/as	Sonia Álvarez Garcia	Primaria
	Sandra Villar Otero	Primaria
	María González Reverter	Primaria
	Carmen Rúa Vila	ESO

Source: Tables of department organization (PXA of alba´s school)

There are six people in the department of foreign languages where I have worked and where I will be working during my internship:

My instructor Carlos Durán Abollo, who is at the E.S.O. level, is the coordinator.

Along with the coordinator, the following teachers are also involved:

Primary, first cycle: Sonia Alvarez Garcia, Sandra Villar - Second cycle Primary third cycle primary Otero Mara González and Carmen R. Vila ESO in French.

The second instructor with whom I spent the most time was this last one, with whom I taught French in 4th A and 1st A for about 4 hours each week. I have to cover the reinforcement of the first ESO group for the final hour. Having a timetable of 30 h/week.

Courses

Kindergarten, primary, and secondary schools are all located in the center.

There are two sections, A and B, for both primary and secondary schooling. It may be inferred from this information and a closer examination of the secondary education data exposed for each academic year that this high school has a very large student body per subject. The listings of students by group are now shown.

Table 1

Number Of Students Per Group and Section In Colexio Alba's Secondary Education

YEAR	SECTION A	SECTION B
1 ^o	25	24
2 ^o	26	26
3 ^o	26	28
4 ^o	20	21

Note: This table reflects the number of students per course an section in the centre

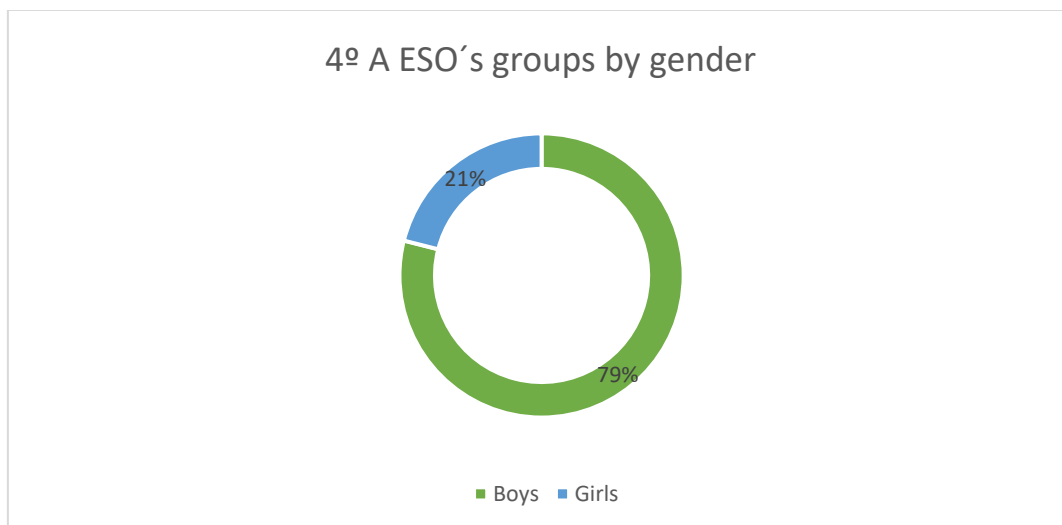
Source: Own source

As it can be observed, most classrooms have more than 25 students, which can make it challenging to explain aloud and above the noise of the students while maintaining their interest in a particular activity or even in the explanations.

Even if many of the children in the bigger groups are too intimidated to speak up or correct, they nevertheless participate.

Figure 2

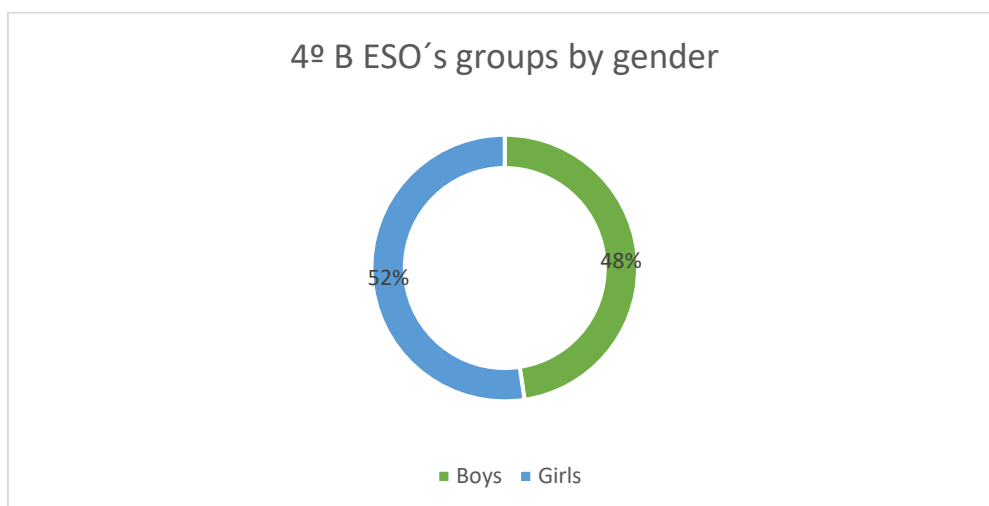
Differentiation Charts 4º ESO´s groups by gender:



Source: Own source

Figure 3

Differentiation Charts 4º ESO´s groups by gender:



Source: Own source

It is crucial to do a thorough analysis of them because this Paper will include a didactic unit that is centered on genuine and actual groups.

The 4th ESO groups received the most of my attention during my internship, which is the main factor in my decision to construct a didactic unit specifically for them. I have carefully watched how kids, the groups, and their tutor's approach various issues, like evaluation and conflict resolution. I might see the same thing in ESO's third period, when the tutor is an English teacher.

The number of kids in both groups is comparable, albeit there are some pupils in each group who have special needs and the gender distribution is slightly uneven. There are 20 pupils in each group. In one of the groups, three pupils need specific adaption, and a fourth student in the other group. In the fourth ESO A, one boy has an advanced ADHD. However, if this student is motivated to study, which is essential while assisting them with their learning issues, he is eager to learn.

One student in 4th ESO B struggles with both learning and self-esteem. Although it is not required by the laws, teachers should still provide accommodations for kids with emotional issues since they require extra care as both learners and people.

The truth is that the special needs kids have received careful consideration when it comes to assessments and working groups, which has enhanced their proficiency and self-assurance in English.

This makes it crucial to be conscious of how we interact with pupils and how we might actually assist them. However, sometimes all it takes is a few minutes to ask them how they feel or if there is anything we can do to help them, not just in

learning but also in behavior and self-esteem. Materials, tests, tasks, and activities must be adjusted.

C) DIDACTIC PLANING, ANALYSIS AND NEW PROPOSAL

There is little innovation to enhance classes and raise them to standards that may truly make a difference for students in their future academic and professional lives, and teachers frequently adhere to the same old approaches as in the past. Additionally, the laws do not proactively suggest or implement new approaches to solve the situation, and they are often quite ambiguous when it comes to suggestions on how to educate or direct the class. The first and second year of secondary focus primarily revising an extend the same themes that in last years and in the same way, which are focused mostly on reading, writing, and grammar. In last year of ESO Speaking and listening take kind of a backseat in comparison to the other years of Obligatory Secondary Education (ESO) in terms of importance because the rest will be put in practice in the baccalaureate.

It is necessary to look after educational regulations at the national and autonomous community levels in order to address this systemic issue that continue happening. As a result, there is little to no possibility for growth since teachers must follow a highly strict schedule, leaving little time for projects and new approaches. The education legislation defines lesson planning and the annual general plan (PGA), which must include all the programs outlined for each level and meet the guidelines.

In conclusion, the didactic program closely adheres to the book's instructions (Oxford Mosaic 4, Cheryl Pelteret & Paul Kelly) and almost ignores any

deviations or extracurricular activities. Flipped classrooms are the primary methodology employed, and active methodologies are inexistent only comprising class discussions on different subjects.

Reading, writing, speaking, and listening are all included in the English program's complete approach to language development. Students benefit from good overall language skills because of this.

To successfully complete the analysis of the program's center I run an analysis of 4 variants, strengths, weaknesses, opportunities and threats also known as SWOT analysis.

In the case of Alba's center these are the results of my analysis:

Strengths:

- Program follows an organized curriculum that covers grammar, vocabulary, and communication skills, among other topics related to learning the English language. This ensures that children receive a well-rounded education even though the active methodologies are less present than necessary.
- The program has, even though minimal, elements that introduce students to other English-speaking nations' cultures.
- The curriculum gets pupils ready for standardized English exams like the DELE or the Cambridge English exams if they follow up with the program. Students who desire to pursue further education or employment possibilities that demand English language skills may find this useful.

Weakness:

- Students don't get enough opportunity to practice speaking English due to the huge class sizes and limited time to practice.
- It is difficult for teachers to provide each kid their own attention in a huge classroom, the 4th grade classes have between 20-21 students, as a result, some students can fall behind or not get the help they need to overcome their language learning challenges.

Opportunities:

- Using technology can improve your ability to learn English. It can make the learning process more interesting and successful; the program is willing to incorporate interactive web resources, language learning apps, or multimedia tools as it was tried in my didactic unit.
- Setting up exchange programs provide pupils the chance to immerse themselves in the language in real-world situations. The school is committed to participate in the program Vigo in English that every year offers the opportunity of make an exchange for a course, normally 3th of ESO, with schools from UK, to the qualified students, giving huge importance to English qualifications. Such programs can improve students' overall language proficiency, cultural awareness, and self-confidence.

Threats:

- The program experience difficulties because of its limited resources, such as a lack of materials for learning a new language, or restricted access to technology as is the case in 4TH ESO. This can make the program less successful and make it harder for students to advance.
- Changing Education Policies: The continuity and efficacy of the English program is hampered by frequent changes in educational policies and curricular requirements that affect the teacher and the students. This year for example with the English subject program there was implemented two different policies. Teachers encounter difficulties in adjusting to new rules and locating relevant resources because of this.

A) CONTENTS, COMPETENCES, AND EVALUATION.

The teaching plan for English in secondary school usually consists of competencies, contents, and evaluation criteria. Competencies refer to the knowledge, skills, and attitudes that students should gain during the course. Contents refer to the topics, themes, and language structures that will be taught. Evaluation criteria refer to the methods and tools used to assess student learning. Lesson plans are used to organize the contents and activities for each class. Didactic sequences and units are the main structures and contents to be followed in class, and they should be regularly analyzed and improved to ensure effective teaching and learning.

The contents that are planned in the didactic planning are the followings:

Figure 4












Contents of the didactic planning

Starter Unit.....	217
Unit 1 – Making a difference	223
Unit 2 – Making Money.....	235
Unit 3 – Power to the people	247
Unit 4 – Live well	259
Unit 5 – Community Spirit.....	271
Unit 6 – Good times.....	283
Unit 7 – In the news.....	296
Unit 8 – The senses	308
Unit 9 – The next steps.....	320

Source: didactic planning for 4th ESO

Figure 5

Contents of 4th ESO English program

	Vocabulary	Grammar
Starter unit  4  Warm-up video: Your views	<ul style="list-style-type: none"> • Technology 4 • Free time activities 6 • Health and fitness 7 • Shopping 8 	<ul style="list-style-type: none"> • Modals and semi-modals 5 • Past simple and present perfect simple 6 • Present simple and present continuous 8
Unit 1 Making a difference  9  Warm-up video: Your views	<ul style="list-style-type: none"> • Adjectives: Personality 9 • Collocations: Get and make 12 • Word builder: Verb and noun collocations 15 	<ul style="list-style-type: none"> • Past simple, past continuous and used to; when, while, just when 11 • Present perfect simple and present perfect continuous; for, since 13 • Present perfect with <i>already, still</i> and <i>yet</i> 17 • Present perfect with <i>just, never</i> and <i>ever</i> 19  Grammar animations
Unit 2 Making money  21  Warm-up video: Your views	<ul style="list-style-type: none"> • Advertising 21 • Shopping 24 • Word builder: Compound adjectives 27 	<ul style="list-style-type: none"> • Past simple and past perfect simple 23 • enough, (a) few, (a) little, lots of, plenty of, too much, too many 25 • Attitudinal adverbs 29 • Intensifiers 30  Grammar animations
Unit 3 Power to the people  33  Warm-up video: Your views	<ul style="list-style-type: none"> • Adjectives: Technology 33 • Verbs: Functions 36 • Word builder: noun formation 39 	<ul style="list-style-type: none"> • The passive: past, present and future 35 • Reflexive pronouns, emphatic pronouns, each other and one another 36 • <i>Have something done</i> 41 • <i>It is said that</i> 43  Grammar animations

Source: English 4th ESO Didactic planning Colexio Alba

Figure 6

Contents of 4th ESO English program

<p>Unit 4 Live well</p> <p>Warm-up video: Your views</p>	<p>47</p> <p>• Phrasal verbs 47 • Aches and pains 50 • Word builder: Adjective suffixes 53</p>	<p>• The first and second conditional; if, unless 49 • The third conditional 51 • The zero conditional 52 • <i>If only, I wish</i> 57 • Grammar animations</p>
<p>Unit 5 Community spirit</p> <p>Warm-up video: Your views</p>	<p>59</p> <p>• Verbs: Technology 59 • Nouns: Manners 62 • Word builder: Phrasal verbs with <i>up</i> 65</p>	<p>• Question forms 61 • Verbs with -ing and to 63 • Modals of deduction and possibility 67 • Infinitives of purposes 69 • Grammar animations</p>
<p>Unit 6 Good times</p> <p>Warm-up video: Your views</p>	<p>71</p> <p>• Verbs: Reporting 71 • Nouns: Entertainment 74 • Word builder: Prepositional phrases 77</p>	<p>• Reported speech 73 • Reported questions, requests and commands 75 • Reported suggestions and offers 76 • Prepositions 79 • Adverb phrases 80 • Grammar animations</p>

Source: English 4th ESO Didactic planning Colexio Alba

Figure 7

Contents of 4th ESO English program

<p>Unit 7 In the news</p> <p>Warm-up video: Your views</p>	<p>85</p> <p>• Phrasal verbs: Travel 85 • Nouns: Weather 88 • Word builder: Idiomatic expressions 91</p>	<p>• Future continuous and future perfect 87 • Future tenses: will, be going to, present simple and continuous for future 89 • Comparatives and superlatives 92 • Future expressions 95 • Grammar animations</p>
<p>Unit 8 The senses</p> <p>Warm-up video: Your views</p>	<p>97</p> <p>• Idioms: <i>Have and take</i> 97 • Abstract nouns 100 • Word builder: Phrasal verbs with <i>look</i> 102</p>	<p>• Defining and non-defining relative clauses 99 • Determiners 101 • Indefinite pronouns 105 • <i>So ... that</i> and <i>such ... that</i> 106 • Grammar animations</p>
<p>Unit 9 The next steps</p> <p>Warm-up video: Your views</p>	<p>109</p> <p>• Verbs and prepositions: Education 109 • Adjectives: Careers 112 • Word builder: Cognates or false friends 115</p>	<p>• Revision 1 111 • Revision 2 113 • Plural nouns 119</p>

Source: English 4th ESO Didactic planning Colexio Alba

The contents of Grammar and vocabulary are exposed in the tables, but also in the program are exposed activities of reading, listening, writing and speaking. But the most interesting areas are the last two parts, the part of culture where the cultures of the different English-speaking countries are exposed and also English as a worldwide language and the part of CLIL talking about different topics related with vocabulary of the units studied.

Also, in the didactic planning are covered most of the competences required in the new curriculum. The basic and specific competences are covered, some of the basic or general are fully covered as in the case of the linguistic competence or the STEM competence but others that are more recent as the cultural, the entrepreneurial or the learn how to learn are basically covered but should be developed as much as possible. In the case of specific competences are fully covered because it does not change much from the requirements of the last curriculum, maybe the interlinguistic or multicultural are less implemented but in my opinion, they are acquired.

In this context, the evaluation by competencies is put into practice. With the use of this assessment approach, it is possible to assess how successfully important competencies have been acquired as well as the degree to which learning objectives have been reached. The assessment standards may relate to ideas, procedures, or actions.

The curriculum places a strong emphasis on the value of routinely and methodically evaluating pupils' development. Assessment of each student's knowledge and skills on an individual basis and making the required

changes to the educational process are the two major objectives of assessment. To put it another way, if pupils are not achieving the required levels of learning, necessary modifications must be implemented.

The evaluation modes make mention of several categories. The final ordinary and extraordinary evaluations are both part of the course's summative evaluation. There are also other assessments discussed, such as the first (unclassified) and continuous or formative ones that occur during the teaching-learning process and include diagnostic and guiding aspects.

Following the fourth course, each student will receive a personalized assessment. Confirming that the phase's objectives were accomplished and the extent to which the necessary competences were developed is the aim of this evaluation.

Tools like systematic student observation and follow-up are mentioned while discussing evaluation procedures. Different factors are taken into consideration, including group and individual outputs, written work, oral presentations, and more. Additionally, references are made to the quarterly writing tests, recovery tests, and self-evaluation tests. Utilizing a variety of evaluation processes can let you adjust to the flexibility that evaluation demands.

Overall, there are many different themes on educational evaluation included in the segment under examination. The significance of evaluating utilizing a variety of systematic, key competency-focused assessment instruments and techniques is emphasized. The assessment standards, learning objectives, and individualized evaluation are underlined at the conclusion of the fourth course.

Into the light of another perspective, the main characteristics of the program cover a variety of learning-related topics, such as the growth of linguistic, digital, social, cultural, and autonomous learning abilities.

Students will utilize language as a tool for oral and written communication, developing this skill in all Digital Skills sections as well as with the course book and class participation, according to the program that strictly follows the book Mosaic. This involves that in the didactic program is contemplated the use of iPack in all classes to practice grammar and vocabulary, assist tasks involving speaking, listening, and writing, view movies, and play games to further cement students' comprehension of the material.

It is also collected in the didactic planning that Oxford Spanish University Press and the Oxford e-Learning Zone website both can be used to practice because it offers interactive activities, videos, audio materials for dictation in workbooks, and other resources.

Regarding the new competences included in the English planning, the proficiency of learning to learn will be delivered foreign language students gain a lot from the inclusion of material that is directly related to self-reflection on one's own learning, as well as figuring out what methods work best for them. This includes awareness of learning-related abilities including focus, memory, language understanding and expression, drive for success, among other things.

Reflecting on their own learning can help students identify their preferred learning styles and effective learning methods, promoting autonomy, individual initiative, sane decision-making, and critical thinking. In essence, the key

elements of the learning process are awareness, reflection, and metacognition.

The program addresses the capacity to learn to learn through a range of activities and techniques, including:

Each unit should include the introduction of learning strategies, such as methods for organizing, planning, and tracking student progress. This will encourage self-reflection and constant evaluation of students' performance.

Through a variety of exercises and methods, didactic planning targets the ability to learn, including:

The introduction of learning strategies, including as techniques for planning, organizing, and monitoring student progress, should be a part of every unit. This would promote introspection and ongoing performance assessment of the pupils.

The goal is to enable students to become independent learners capable of overcoming new obstacles and adjusting to various learning situations by including learning to learn into the curriculum. This ability not only helps kids learn English, but also equips them to continue learning throughout their lives in a world that is continuously changing. In conclusion, Mosaic gives students the tools they need to use information and communication technologies in the learning process effectively and develop metacognitive skills that enable them to be aware of their own learning and become autonomous learners through digital competencies and learning to learn. Their academic and personal development depend on these abilities.

B) TIC ACTIVITIES

Talking about the use technologies in the secondary education we can cite the Art.111.bis.5 in the LOMCE that states that in collaboration with the Autonomous Communities, the Ministry of Education and Vocational Training will establish interoperability standards among the information systems of the Spanish Education System, the Information systems, technical specifications, and levels of compatibility and security will be identified. The use of technology in the classroom will be encouraged, a unique identification number will be assigned to each student, and access to digital resources will be provided to all students while respecting privacy and intellectual property laws.

Utilizing interactive digital materials, online learning environments, and instructional videos is encouraged in order to reap the benefits of information and communication technologies (TIC). By providing greater possibilities for practice and individual learning, these technologies can support traditional education. For instance, you might provide the students access to tools for editing audio and video so they may make oral presentations, or you could give them online assignments to refine their grammar and vocabulary.

The bulk of courses employ digital materials, such as those found on the before mentioned platforms, Edixgal, and digital displays, although the center nevertheless performs all TIC-related tasks as required.

The didactic planning only compiles the digital materials that offers the book as the before explained the digital pages and resources that the oxford book or page offers but truly in the didactic planning there is no implementation of

the TICs methodology even though half of the courses in the secondary have personal class computers and even though the existence of a computers room. New methodology in relation with this can be implemented as I suggest in the following paragraphs.

One of the main advantages of TICs in education is the immediate access to a vast amount of information. Through the internet, students and teachers can access digital libraries, conduct research, and explore online educational resources, enriching their understanding of different subjects.

In education is prominent and observable the advantage of technology because is not only the last mentioned but it also enables interactive learning experiences. Educational software, multimedia resources, and online platforms allow students to engage with dynamic content, such as videos or simulations. These interactive tools deepen students' understanding and improve their learning outcomes.

However, it is important to note that successful integration of TICs in education requires careful planning, teacher training, and digital accessibility to ensure equal access for all students.

It is known by all how important it is to include these tools in education nowadays and as it was said before It is advised that teachers adapt their usage of these tools based on the circumstances.

The cognitive processes that influence students' learning phases, such as attention, identification, comprehension, reflection and creation, are also covered.

Important organizational topics in the educational context, including as time, student groups, tasks and activities, resources and locations, usage of TIC, and cognitive learning processes.

C) ACTIVE METHODOLOGIES.

Cooperative learning, which is the closest comparable active learning strategy we can find in the syllabus, is a fantastic technique to motivate students to learn actively and to develop cooperation and collaboration. The reality is that along the program there is not mention to an active methodology except for the realization of a final works that could be named projects but nothing to compare with a project based learning and the before mentioned flipped classroom. There is again some things that could be developed, there may be organized exercises where students work together to debate issues, solve difficulties, or finish projects in small groups. This will promote information exchange and the development of social skills, as well as encourage active participation from all pupils. You may, for instance, give student groups research assignments to complete so they can collaborate to create an English presentation on a certain subject.

One of the greatest methods to make sure that English language learning is more meaningful, other from using the class-invented technique in this program, is by adding real-world experiences into the teaching and learning process.

As a result, it is required to examine and modify the material order, add TIC activities that develop creativity and interaction, and use active learning approaches that encourage involvement and meaningful learning in order to

improve the English language programming at the ESO. With these updates, students will have the opportunity to learn the language in more efficient and interesting ways, enabling them to communicate effectively in English-speaking environments.

D) INNOVATIVE EDUCATIVE PROPOSAL.

Over the internship, I've suggested a few teaching methods that I'd want to use in the classroom to improve secondary English language instruction. We have seen and discussed many of them in the master, and I have relaxed over several that may be put to use with the implementation of the new law. In my didactic unit these methodologies proposed next are implemented and they create a new and motivating way of teaching and learning

First, and talking about methodologies, and strictly to active methodologies, Integrating the flipped classroom model into the curriculum is a very good idea it will be implemented by picking particular classes or topics to cover during the practice sessions, you may include the flipped classroom style In the case of my unit 2 of the 6 sessions contained an instance of FC.

Students will be given study materials (videos, texts, and online activities) before the session to review on their own at home. Discussions, practical exercises, and doubt-clearing activities will all take place during class time.

Talking about evaluation, it will be used written examinations, oral presentations, group projects, and active involvement in class activities to gauge how well students learn and apply topics.

Also Including project-based learning Throughout the academic year, create at least one problem-based learning project or transdisciplinary project, what I tried to implement in the unit.

It can be use during one or more units, as in mine, to give students enough time to gather information, organize their work, and present it.

The students will study, examine, and create a project or challenge connected to the exposed subject while working in groups. Research, information collecting, report writing, and multimedia presentations could all be part of the project.

When comes to assessing, students' research, analysis, and presentation skills, as well as their ability to work in groups and the caliber of their output will be assessed in terms of a rubric on their performance.

In addition, it was crucial to me to implant or introduce Content-Based Learning (CBL). Doing that it can be created modules whereby English is used to teach and reinforce material from other areas, including CBL modules that cover topics like science, history, or literature, creating a cooperative relation between departments.

So, while studying material associated with other disciplines, students will develop their English language abilities. For instance in one of the sessions that I directed, even though it won't be in the didactic unit, the pupils in 4th ESO read and evaluate scientific(in connection with language) publications in English and propose a debate in class with the collaboration of the science teacher the other options given for the same e class where examine historical events in English, or work on literary research projects in English.

Assess the students' abilities, and the precision and clarity of their English communication will be implemented by a final project rubric, in this example a rubric for the debate and preparation.

Finally, promote active student involvement in the teaching-learning process so that they can assume the position of the instructor and take charge of the class, this dynamic can be also called Students and Teachers Role-Exchanging. This methodology was planned to appear as a whole in the didactic unit but is not present in its totality because of some difficulties.

To implement this methodology there are some steps to follow:

- a. It should be chosen a subject or a unit of study from the English curriculum.
- b. Then, each group of pupils should be assigned a particular subtopic associated with the main subject. Dividing the class into groups.
- c. given each group the tools, materials, and resources they need, they should conduct research on their subtopic and create a lesson plan.

For lecture preparation the groups will gather knowledge about their subtopic through research, selection, and organization. After that it should be assigned a specified day for each group to play the role of the instructor in the role exchange. During the different classes, the members of the group will lead activities, deliver the material, promote discussions, and respond to queries from their peers.

For evaluating this mechanic, it should encourage all students to actively participate in the lessons being taught by their peers. And also, to hold a feedback

and discussion session for students to share their thoughts and consider what they have learnt at the conclusion of each class.

Assessment the group's capacity to prepare and organize the lesson and to deliver the material in a way that is understandable are both required as criteria.

Promoting student involvement and active participation is essential. so as to improve their capacity for comprehension and question-answering.

It is also required the capacity of constructive criticism and reflection on the teaching-learning process. With the help of this idea, students may actively participate in their education while also gaining research, planning, presenting, and leadership abilities.

Additionally, it gives all students the chance to learn from and teach one another, encouraging cooperation and information sharing.

When implementing the Students and Teachers Role-Exchanging methodology, it is crucial to consider various factors that can enhance student involvement and active learning. This includes the formation of groups, selection of appropriate tools, and the use of effective evaluation methods.

In terms of groupings, it is recommended to form small collaborative groups consisting of 3-5 students. This group size promotes effective collaboration and active participation among students. It is also beneficial to mix students with different abilities within these groups, as it encourages peer learning and allows students to support and learn from each other. To foster inclusiveness and build relationships, it is advisable to periodically rotate group members, providing students with the opportunity to work with different classmates.

When it comes to tools, the use of presentation software such as PowerPoint, Google Slides, or Prezi can be highly effective. These tools enable students to create engaging multimedia presentations for their teaching sessions. Online collaboration platforms like Google Classroom, Microsoft Teams, or learning management systems can facilitate resource sharing, project collaboration, and discussions among students. Additionally, encouraging students to create instructional videos using platforms like Flipgrid, Screencast-O-Matic, or Loom can add an interactive element to their teaching responsibilities. Interactive tools like Kahoot!, Quizizz, or Mentimeter can also be employed to engage students in quizzes, polls, or discussions during their teaching sessions.

In terms of evaluation, self-assessment and reflection are valuable approaches that empower students to evaluate their own performance as instructors. This allows them to identify their strengths, areas for improvement, and set goals for future lessons. Peer assessment is another effective method, where students provide feedback to their classmates after teaching sessions. This feedback can focus on clarity of instructions, engagement strategies, and overall effectiveness as an instructor. As the teacher, it is important to observe and assess students' performance during their teaching sessions. This can be done using a rubric or checklist to evaluate their preparedness, content delivery, interaction with peers, and ability to address questions or concerns. Additionally, facilitating open discussions in the class where students provide feedback on the teaching sessions, they experienced fosters a supportive and collaborative learning environment.

By implementing these suggestions for groupings, tools, and evaluation methods, educators can promote active student involvement in the teaching-learning

process and facilitate a successful implementation of the Students and Teachers Role-Exchanging methodology.

E) IDENTIFICATION OF IMPROVEMENT AREAS OF THE ACADEMIC GUIDE AND NEW CONTRIBUTIONS.

The center's secondary school English program is very accurate in equality values and diversity in some respects:

The English program concentrates primarily on grammar and language instruction, even though, always leaves room cultural diversity and equity. Students are developing a comprehensive and respectful understanding of various cultures and ways of life because this can result in a diverse cultural content that reflects different realities and perspectives. Additionally, we can observe an explicit emphasis on diversity and equity principles: English program provides opportunities to discuss issues of diversity and equity and there is an explicit emphasis placed on the development of these values. The English teacher always try to include a solid structure that encourages empathy, inclusion, and respect for all people, regardless of their gender, religion, or sexual orientation.

f) when it comes to developing ethical values: The English program focuses more on language skills and comprehension of English literature. However, it doesn't specifically address the development of ethical values like morality, justice, and social responsibility only seen in some classes, which are essential to ethical citizenship.

Students will understand how to apply ethical values in their communication and behavior in the real use and their view of the real world if a clear connection was not established between the use of the English language and ethical values.

g) The didactic program highlights the importance of attention to diversity in education, both in the Organic Law of Education (LOE) and in the Organic Law for the Improvement of Educational Quality (LOMCE). It recognizes that the same educational action can have different effects depending on the individual characteristics of the students, such as their prior knowledge, intellectual abilities, interests, and motivations.

In this regard, the program proposes the modification or adaptation of content and methodologies so that all students can achieve the established objectives. It also focuses on providing reinforcement and extension activities for more capable or receptive students. It emphasizes the importance of addressing diversity in both directions, that is, by adapting activities and offering different activities to address the differences among students.

The Mosaic program is mentioned as a tool that provides reinforcement and extension activities to meet the individual needs of students, as well as ideas and resources for the teacher in each lesson. The importance of personalizing teaching is emphasized, and criteria and procedures are provided for making appropriate curricular adaptations for students with special educational need.

The criteria and procedures for curricular adaptations include aspects such as time and pace of learning, personalized methodologies, learning techniques, improvement of procedures, habits, and attitudes, guiding attention, curricular enrichment, and evaluations adapted to the needs of these students. Specific measures are mentioned for students with high intellectual abilities, those who join the educational system late, and those with specific learning difficulties, including measures of flexibility and alternative methodologies.

In cases where adaptations are not sufficient, the possibility of curricular diversification is mentioned, where a student could stop taking part of the common core of the stage and participate in different educational activities, either in optional spaces within or outside the school. At all times, the aim is for the student to have the general objectives of the stage as a reference but access them through different content and activities.

So, the didactic program advocates for attention to diversity in education, proposing curricular adaptations, reinforcement and extension activities, and options for curricular diversification to meet the individual needs of students. It also highlights the importance of personalizing teaching and considering the differences among students in the planning and evaluation of the teaching-learning process) Last but not least, assessment and monitoring should be included as a crucial supplementary point: There may be restrictions on the evaluation and supervision of secondary school English program pupils who need reinforcement and particular attention. Traditional tests might not accurately reflect each student's unique abilities and challenges. Additionally, it's possible that teaching and support tactics are not continuously evaluated and modified in accordance with students' requirements and development.

The following actions must be taken into order to adequately help pupils who are learning English and who need reinforcement and particular attention:

The program should provide the children with extra tools and assistance, such modified lesson plans, tutoring services, or targeted interventions.

The program ought to give the understudies extra assets and backing, like adjusted showing materials, coaching projects, or explicit mediations. These

legislative issues and asset ought to be dispensed to address the issues of understudies requiring support and unique consideration.

Differentiated pedagogical approaches should be used by teachers to meet the needs of each student. The practice of adapting materials, activities, and teaching methods to each student's strengths and weaknesses is referred to as "personalize teaching." Likewise, advancing cooperation among instructors and backing experts, for example, exceptional teachers and school psychologists is a decent other option. Functioning collectively and share problematics connected with understudies will consider early distinguishing proof of understudies' requirements and the execution of help methodologies.

One of the significant places as I would see it is making a comprehensive homeroom where all understudies feel esteemed and regarded. Educators, as the power figures, can advance dynamic support of understudies requiring support and unique consideration by giving open doors to articulation and joint effort with peer's can build up their learning.

Promoting confidence and self-esteem is crucial, as previously stated. Teachers can concentrate on recognizing each student's accomplishments, offering helpful advice, and encouraging effort and perseverance.

In conclusion, the secondary school English program should implement individualized strategies, provide additional resources and support, encourage collaboration between teachers and support professionals, use formative assessments, and promote an inclusive and participatory environment in order to address the limitations of reinforcement and special attention groups. The English program can accomplish this by ensuring that every student, regardless of their

specific requirements, receives the assistance they require to effectively develop their English language skills.

3. DEVELOPMENT OF THE DIDACTIC UNIT

Description:

This didactic unit will develop the theme of travel and youth. This learning will be carried out through 6 sessions where different vocabularies related to the topic will be seen, such as locations, places where means of transportation are taken, necessary travel documents, accommodation, luggage, money and exchange, as well as plans and activities. In terms of grammar, this unit will include the future (will and going to) and conditionals related to the theme as well as the second conditional for use as a formula for advice, as well as the most common formulas for giving advice.

In terms of communication, this unit aims to promote self-confidence, comprehension, planning, and the production of oral and written texts. It also aims to create mediation skills for basic situations in the classroom, promote the acquisition of basic communicative functions, and improve the overall linguistic skills of students when communicating in English. Additionally, this unit aims to serve as a tool for the use of L2 in various contexts beyond the academic and always considering the relationship between the first and second foreign languages and their possible use in a habitual context if we were abroad. Lastly, in terms of multiculturalism, this unit can be an open window to a part of English culture that we should take into account when traveling, providing insights into the culture, traditions, and clichés about different English-speaking countries.

To carry out the unit, the exercises have been designed based on active methodologies that aim to increase student participation, attention, and motivation for the subject. The sessions mainly consist of three parts: activation, practical application, and consolidation. The activities vary, but generally, a reading or listening exercise is proposed as warm-up (comprehension exercises), an oral or written production exercise as the main task, and the introduction of the grammar section, as well as a variety of games related to the previous content or group activities for consolidating prior knowledge.

All these activities will be evaluated through the tasks assigned as homework, participation recorded in the teacher's class diary, and project evaluation by groups. This unit has been designed to increase motivation in the subject for last-year secondary education students, given the lack of it, and to increase theoretical-practical knowledge of part of the program content that will help the subsequent development of linguistic competence in L2.

Justification

The proposed syllabus in this unit is the one that starts in the third trimester, the shortest trimester and the one in which the lack of motivation due to the proximity of vacations and good weather becomes more evident. Therefore, the application of active methodologies such as gamification and TLB (task-based language learning) becomes valuable as it provides a new approach for the teacher and a necessary change for the students. I designed this didactic unit for fourth grade of ESO (compulsory secondary education) because I think it is the year that

needs it the most, being the last year before the application of the new law. I wanted to test the added value that active methodology can have in such challenging and important courses as the last year of compulsory secondary education, so I designed something that was easy to apply and perform by students because neither they nor the center are yet familiar with this way of working. Thus, the application of this didactic uit in the second cycle of ESO is justified.

Evaluation:

The evaluation will be based on the specific competencies from 1-6 that will be distributed over the 6 sessions as well as on the basic knowledge.

Basic knowledge combines the knowledge (knowing), skills (knowing how to do), and attitudes (knowing how to be) necessary for acquiring specific competencies in the subject matter and favors the evaluation of learning through criteria. They are structured into three blocks. The "Communication" block covers the knowledge that is necessary to mobilize for the development of communicative activities of comprehension, production, interaction, and mediation, including those related to the search for sources of information and the management of the sources consulted. The "Multilingualism" block integrates knowledge related to the ability to reflect on the functioning of languages, in order to contribute to the learning of the foreign language and to the improvement of the languages that make up the students' linguistic repertoire. Finally, the "Interculturality" block groups together knowledge about the cultures conveyed through the foreign language and their appreciation as an opportunity for enrichment and relationship with others. The knowledge oriented towards the development of attitudes of interest in understanding and appreciating other languages, linguistic varieties, and

cultures are also included in this block.

For its part, the specific and evaluable competencies for ESO are as follows:

Understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language, seeking reliable sources and using strategies such as inferring meanings, to respond to concrete communicative needs.

Understanding involves receiving and processing information. In the stage of Compulsory Secondary Education, understanding is a communicative skill that must be developed from oral, written, and multimodal texts on everyday topics, of personal relevance or of public interest close to the experience of the students, expressed clearly and using standard language. Understanding, at this level, involves understanding and interpreting the texts and extracting their general meaning and most relevant details to satisfy their communicative needs. To do so, the most appropriate strategies for psychoevolutionary development and student needs must be activated, in order to reconstruct the representation of meaning and sense of the text and to formulate hypotheses about the communicative intention underlying such texts. Among the most useful comprehension strategies for students are inference and extrapolation of meanings to new communicative contexts, as well as the transfer and integration of the knowledge, skills, and attitudes of the languages that make up their linguistic repertoire. It includes the interpretation of different forms of representation (writing, image, graphics, tables, diagrams, sound, gestures, etc.), as well as contextual (extralinguistic elements) and contextual (linguistic elements) information, which allow to verify the initial hypothesis about the intention and meaning of the text and to propose alternative hypotheses if necessary. In addition to these

strategies, the search for reliable sources, in both analog and digital media, is a highly useful method for understanding, as it allows to contrast, validate, and support information, as well as to obtain relevant conclusions from the texts. The processes of comprehension and interpretation require dialogical communication contexts that stimulate collaboration, critical identification of prejudices and stereotypes of any kind, as well as genuine interest in ethnic-cultural differences and similarities.

This specific competency is connected to the following descriptors of the Profile of the Graduate: CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CCEC2

Produce original, medium-length texts with a clear organization, using strategies such as planning, compensation, and self-repair, to express relevant messages creatively, appropriately, and coherently and to respond to specific communicative purposes.

Production encompasses both oral and written as well as multimodal expression. At this stage, production should result in the drafting and presentation of texts on everyday topics, of personal relevance, or of public interest close to students' experience, with creativity, coherence, and appropriateness. Production, in various formats and media, may include the presentation of a brief description or anecdote, a longer formal presentation, a simple argumentation, or the writing of texts that express facts, concepts, thoughts, opinions, and feelings, using digital and analog tools, as well as advanced internet research as a source of documentation. In its multimodal format, production includes the combined use of different resources to produce meaning (writing, image, graphics, tables, diagrams, sound, gestures, etc.) and the selection and application of the most appropriate resource based on the task and its requirements.

This specific competence connects with the following descriptors of the Profile of Graduates: CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3.

Interact with others with growing autonomy, using cooperation strategies and employing analog and digital resources, to respond to specific communicative purposes in respectful exchanges with the norms of courtesy.

Interaction involves two or more participants in the construction of discourse. It is considered the origin of language and includes interpersonal, cooperative, and transactional functions. Interaction involves linguistic courtesy and digital etiquette, verbal and nonverbal elements of communication, as well as adequacy to different registers and dialogical genres, both oral, written, and multimodal, in synchronous or asynchronous environments. At this stage of education, interactions are expected to address everyday topics, of personal relevance, or of public interest close to students' experience. This specific competence is fundamental in learning, as it includes cooperation strategies, initiation, maintenance, or conclusion of conversations, turn-taking, as well as strategies for asking questions with the objective of requesting clarification or repetition.

This specific competence connects with the following descriptors of the Profile of Graduates: CCL5, CP1, CP2, STEM1, CPSAA3, CC3.

Mediate in everyday situations between different languages, using simple strategies and knowledge to explain concepts or simplify messages, to effectively, clearly, and responsibly transmit information.

Mediation is the language activity of explaining and facilitating the comprehension of messages or texts through strategies such as reformulation, either orally or in writing. In mediation, students should act as social agents responsible for creating

bridges and helping to construct or express messages dialogically, not only between different languages, but also between different modalities or registers within the same language. In compulsory secondary education, mediation focuses primarily on the role of language as a tool for solving challenges that arise in communicative contexts, creating conducive spaces and conditions for communication and learning, cooperation and promoting the participation of others in building and understanding new meanings, and transmitting new information appropriately, responsibly, and constructively. Students can use both conventional media and virtual applications or platforms to translate, analyze, interpret, and share content that, at this stage, will focus on everyday, personally relevant, or public-interest issues close to the students' experience.

This specific competency connects with the following descriptors of the graduate profile: CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1.

Expand and use personal linguistic repertoires between different languages, critically reflecting on their functioning and becoming aware of their own strategies and knowledge, to improve the response to specific communicative needs. The use of linguistic repertoire and reflection on its functioning are linked to the multilingual approach to language acquisition. The multilingual approach starts from the fact that students' experiences with the languages they know serve as a basis for expanding and improving the learning of new languages and help them develop and enrich their multilingual linguistic repertoire, curiosity, and cultural awareness. In compulsory secondary education, students delve deeper into this reflection on languages and establish relationships between the different languages in their individual repertoires, analyzing their similarities and differences to expand their knowledge and strategies in the

languages that make them up. Additionally, knowledge of different languages allows for the appreciation of linguistic diversity in society as an enriching and positive aspect. The selection, configuration, and application of both analog and digital tools and devices for the construction and integration of new content on one's linguistic repertoire can facilitate the acquisition and improvement of learning other languages.

This specific competency connects with the following descriptors of the graduate profile: CP2, STEM1, CPSAA1, CPSAA5, CD2.

Critically value and adapt to linguistic, cultural, and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, to act empathetically and respectfully in intercultural situations. Interculturality involves experiencing the linguistic, cultural, and artistic diversity of society by analyzing and benefiting from it. In compulsory secondary education, interculturality, which fosters understanding with others, deserves specific attention to make it part of students' experience and to avoid their perception of that diversity being distorted by stereotypes and constituting the origin of certain types of discrimination. Critical valuation and adaptation to diversity should allow students to act empathetically and respectfully in intercultural situations.

This specific competency connects with the following descriptors of the graduate profile: CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1. After explaining the specific competencies, the evaluation criteria are presented for each one:

Specific competency 1: Understand and interpret the general meaning and the most relevant details of texts expressed clearly in standard language, seeking

reliable sources and using strategies such as inferring meanings to respond to specific communication needs.

Evaluation criteria:

1.1. Extract and analyze the global meaning and main ideas, and select pertinent information from oral, written, and multimodal texts about everyday topics, personal relevance, or public interest that are expressed clearly in standard language through various media.

1.2. Interpret and evaluate the content and discursive features of increasingly complex texts typical of interpersonal relationships, social media, learning, and literary texts appropriate to the students' level of maturity.

1.3. Select, organize, and apply the most appropriate strategies and knowledge in each communication situation to understand the general meaning, essential information, and most relevant details of texts; infer meanings and interpret non-verbal elements; and search, select, and manage accurate information.

Specific competency 2: Produce original texts of medium length, simple and with a clear organization, using strategies such as planning, compensation, or self-repair, to express creatively, appropriately, and coherently relevant messages and respond to specific communication purposes.

Evaluation criteria:

2.1. Orally express simple, structured, understandable, coherent, and situation-appropriate texts on everyday topics, personal relevance, or public interest close to the students' experience, in order to describe, narrate, argue, and inform,

in different media, using verbal and non-verbal resources, as well as planning, control, compensation, and cooperation strategies.

2.2. Write and disseminate texts of medium length with acceptable clarity, coherence, cohesion, correctness, and appropriateness to the proposed communication situation, textual typology, and analog and digital tools used on everyday topics, personal relevance, or public interest close to the students' experience, respecting intellectual property and avoiding plagiarism.

2.3. Select, organize, and apply knowledge and strategies to plan, produce, review, and cooperate in the development of coherent, cohesive, and suitable texts for communicative intentions, contextual characteristics, sociocultural aspects, and textual typology, using the most appropriate physical or digital resources according to the task and potential interlocutor's needs.

Specific competency 3: Interact with other people with growing autonomy, using cooperation strategies and using analog and digital resources, to respond to specific communication purposes in respectful exchanges with courtesy norms.

Evaluation criteria:

3.1. Plan, participate, and actively collaborate, through various media, in interactive situations on everyday topics, personal relevance, or public interest close to the students' experience, showing initiative, empathy, and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives, and motivations of interlocutors.

3.2. Select, organize, and use appropriate strategies to initiate, maintain, and

end communication, take and yield the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarize, collaborate, debate, solve problems, and manage compromising situations.

Specific competency 4: Mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, to transmit information efficiently, clearly, and responsibly.

4.1. Infer and explain texts, concepts, and brief and simple communications in situations where attention to diversity is required, showing respect and empathy for the interlocutors and the languages used, and participating in the solution of problems of intercomprehension and understanding in the environment, relying on various resources and supports.

4.2. Apply strategies that help create bridges, facilitate communication, and serve to explain and simplify texts, concepts, and messages, which are appropriate to the communicative intentions, contextual characteristics, and textual typology, using physical or digital resources and supports according to the needs of each moment.

Specific Competency 5: Expand and use personal language repertoires among different languages, reflecting critically on their functioning and becoming aware of their own strategies and knowledge to improve the response to specific communicative needs.

Evaluation Criteria

5.1. Compare and argue the similarities and differences between different languages, reflecting progressively autonomously on their functioning.

5.2. Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analog and digital media.

5.3. Record and analyze the progress and difficulties in learning the foreign language, selecting the most effective strategies to overcome these difficulties and consolidate learning, carrying out activities to plan one's own learning, self-evaluation, and co-evaluation, such as those proposed in the European Language Portfolio (ELP) or in a learning journal, making these progress and difficulties explicit and sharing them.

Specific Competency 6: Critically evaluate and adapt to linguistic, cultural, and artistic diversity through the foreign language, identifying and sharing the similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

Evaluation Criteria

6.1. Act appropriately, empathetically, and respectfully in intercultural situations by building links between different languages and cultures, rejecting any form of discrimination, prejudice, and stereotype in everyday communicative contexts and proposing solutions to sociocultural factors that hinder communication.

6.2. Critically evaluate in relation to human rights and adapt to the linguistic, cultural, and artistic diversity of countries where the foreign language is spoken, promoting the development of a shared culture and citizenship committed to sustainability and democratic values.

6.3. Apply strategies to defend and appreciate linguistic, cultural, and artistic diversity while paying attention to Eco social and democratic values and

respecting the principles of justice, equity, and equality.

SESSION N° 1 of the UNIT YOUNG and FREE, ACROSS THE WORLD Imagine we were the people in charge of the preparation of a week-end trip with the members of your family first we will find the vocabulary needed through a video about how to plan a trip to warm up, then we will write a little text as a planning for your family trip, and play a game with the main vocabulary. As a consolidation task the students will be given time to , in groups of 4, propose a travel plan for the class that then will be presented in class.

Table 2

SESSION N° 1 of the UNIT YOUNG and FREE, ACROSS THE WORLD

SESSION 1		
PRETASK	WARMING (ACTIVATION) LC PC DC	1) The students will see a video about 15 minutes https://youtu.be/g9hqgMDXqhA about the 21 things to plan when traveling. 2) Then we will together construct a list with the most important words to remember during the class.

TASK	PUT IN PRACTICE CC DC LC STEAM	<p>After the warm up the students will play a game with vocabulary that they will need to do the next activity. It is a pair game, the students have to make pairs between the names and the images that represents the words, t do so the class will be separated into two halves.</p> <p>When the game finishes the words, and the images were paired to revise that everyone understands the meaning. Then and after seeing the vocabulary, the students will be asked to write a planning for a family trip about 200 words following the next statements:</p> <ol style="list-style-type: none"> 1. Destination 2. Documents 3. mean of transport 4. plans to do in that hypothetical destination
POSTASK/ LANGUAGE FOCUS	UNDERSTANDING NEW GRAMMAR SET THE CONTENT SEEN LLC LC STEAM	- After doing this writing the students will be grouped in the 5 groups of the beginning to design a 5-minute presentation for a class trip using the points before presented and others that they think they will need. Then they will be presented in class, Each group should choose a representative to expose this first task of the unit, but all the members should participate in the creation work.

Note: Development of session one of the didactic unit

Source: Own source

SESSION Nº 2 of the UNIT YOUNG and FREE, ACROSS THE WORLD

Let's imagine that we are considering traveling to another country as an end-of-school trip, and it also happens to be an English-speaking country. As a warm-up, this text about the different cultures of English-speaking countries will be read to later extract the main ideas in collaboration. The main activity proposed is a debate about cultural shock and the best travel destinations." Also we will introduce the final project, conform the groups and explain the subject that is to create a complete traveling plan. As language focuses we will see the future with will/going to and the verbs that implies transportation.

The consolidation activity to follow the plan is to make a plan to complete the activity of day 1 with the transportation and all the requirements that it will need.

Remind the vocabulary seen and use the futures

Table 3

SESSION Nº 2 of the UNIT YOUNG and FREE, ACROSS THE WORLD

SESSION 2		
PRETASK	WARMING (ACTIVATION) LC PC DC	The students should read this text "THE ENGLISH-SPEAKING COUNTRIES. THE ENGLISH MUSIC AS A VEHICLE OF CULTURAL INFLUENCE" (downlocs.mesvi-laweb.cat/subirats/society-and-culture-stereotypes-of-the-english-speaking-countries-the-english-music-as-a-vehicle-of-cultural-influence/) and write down the key words.

<p>TASK</p>	<p>PUT IN PRACTICE CC DC LC LLC</p>	<p>Then all of us will share the main ideas to do a good mosaic with the key words.</p> <p>The main activity consists of two parts. In the first part, the students will be divided into two groups to carry out a debate on which is the best destination to travel to and how cultural shock could affect that place. The second activity will consist of an introduction to the final project, where groups will be formed and informed of the topic: creating a complete travel plan.</p>
<p>POSTASK/ LANGUAGE FOCUS</p>	<p>UNDERSTANDING NEW GRAMMAR</p>	<p>Additionally, in the language focus, we will introduce a mini vocabulary about means of transportation, as well as the introduction of the future with "will" and "going to" applied with verbs related to the topic of travel.</p>
	<p>SET THE CONTENT SEEN</p> <p>LLC LC STEAM</p>	<p>As consolidation activity was planned to make a plan to complete the activity of day 1 with the transportation and all the requirements that it will need. Remind the vocabulary seen and use the futures. following the example of this short video.</p> <p>https://www.youtube.com/watch?v=xXjXt-dKFP0&pp=ygUvaW5kaWNhdGlvbNmgdG8gIGJvb2sgdHJhb</p>

Note: Development of session two of the didactic unit

Source: Own source

SESSION N° 3 of the UNIT YOUNG and FREE, ACROSS THE WORLD Let's imagine that in this part, we almost have the travel plan finished, but as always, we need to calculate how much money we need. For this, a session is proposed with a warm-up using two videos, one about money and travel, and another about currency exchange, where a lot of vocabulary related to the topic of travel economics is introduced. The main exercise consists of reading a short text about how to hire a budget and making a pros and cons list of the proposed plan in the text.

Table 4

SESSION N° 3 of the UNIT YOUNG and FREE, ACROSS THE WORLD

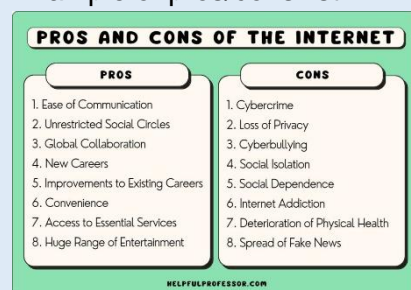
SESSION 3		
PRETASK	WARMING (ACTIVATION) LC PC DC	To start, the student will see a video talking about money and problems with it when traveling. (https://www.youtube.com/watch?v=nZb894YtsRQ&pp=ug-MICgJlcxABGAHK-BRF0cmF2ZWwgYW5kYSBtb25leQ%3D%3D) and respond to a series of questions orally. Then the student will also see another video (https://youtu.be/qfYXCyRQjKs) on how to change currencies when traveling to familiarize with money vocabulary.

TASK

PUT IN PRACTICE CC
LLC
LC
DC

The main exercise consists of reading a short text about how to hire a budget and making a pros and cons list of the proposed plan in the text. The text will be easily accessible in this link (<https://up-gradedpoints.com/travel/creating-a-travel-budget/>) and here it is an example provided of pros/cons list:

Figure 8
Example of pros/cons list



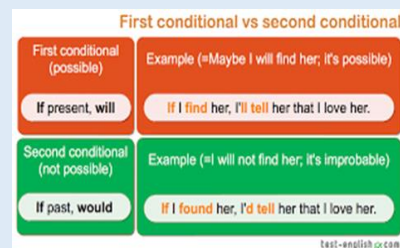
Source <https://helpfulprofessor.com/pros-and-cons-of-the-internet/>

POST TASK /LANGUAGE FOCUS

UNDERSTANDING NEW GRAMMAR

In the grammar focus, the use of the first and second conditional will be introduced to express real and hypothetical conditions when talking about expectations with the trip and to maybe state hypothetical scenarios.

Figure 9
Conditionals



Source: https://es.educaplay.com/recursos-educativos/3782105-second_conditional.html

Also some exercises can be done to revise online ;(https://es.educaplay.com/recursos-educativos/3471000-conditionals_1_an_d_2.html)

SET THE CONTENT SEEN
CC
LC
STEAM

Finally, as a consolidation exercise, a debate is proposed on whether implementing a universal or common currency like English should be implemented for traveling the world. The students will be separated into 2 groups half pro and the other contrary.

Note: Development of session three of the didactic unit

Source: Own source

SESSION N° 4 of the UNIT YOUNG and FREE, ACROSS THE WORLD Let's imagine that we have everything prepared, but for a moment, we think about the unforeseen events that could arise during the trip and how we would inform others if they were to happen.

Table 5

SESSION N° 4 of the UNIT YOUNG and FREE, ACROSS THE WORLD

SESSION 4		
PRETASK	<p>WARMING (ACTIVATION)</p> <p>CL: consiste en identificar, comprender y expresar ideas, opiniones y sentimientos, tanto oralmente como por escrito, a través de soportes audiovisuales y multimodales en diferentes contextos y con distintos fines.</p>	<p>For this, the exercise will ask students to read a website about what happens which problem can you have traveling by a plane. Afterwards, the students will be asked for their opinions if it happened to them.</p>

Plurilingüe: se trata de manejar diversas lenguas correcta y eficientemente para el aprendizaje y la comunicación.

CD: radica en hacer un uso seguro y responsable de las nuevas tecnologías de la información y la comunicación

(<https://www.travel-erbuddy.com/2019/03/20/5-traveling-problems-and-how-to-deal-with-it/>)



5 Traveling Problems And How To Deal With It
BY Juerg Kaufmann 20 MAR 2019

TASK

PUT IN PRACTICE CC

DC

LC

LLC

EC

In the main exercise, the students will be asked to write a complaint letter in case something happens, using a provided model and implementing scaffolding.

Figure 10

Example of letter

An Example Complaint Letter

My Name
My Address

Date

Recipient Name and Title
Company Name
Company Address

To Whom It May Concern:

I am writing today to complain of the poor service I received from your company on June 12, 2020. I was visited by an representative of That Awful Company, Mr. Madman, at my home that day.

Mr. Madman was one hour late for his appointment and offered nothing by way of apology when he arrived at noon. Your representative did not remove his muddy shoes upon entering my house and consequently left a trail of dirt in the hallway. Mr. Madman then proceeded to present a range of products to me that I had specifically told his assistant by telephone that I was not interested in. I repeatedly tried to ask your representative about the products that were of interest to me, but he refused to deal with my questions. We ended our meeting after 25 minutes without either of us having accomplished anything.

I am most annoyed that I wasted a morning (and half a day's vacation) waiting for Mr. Madman to show up. My impression of That Awful Company has been tarnished, and I am now concerned about how my existing business is being managed by your firm. Furthermore, Mr. Madman's inability to remove his muddy shoes has meant that I have had to engage the services, and incur the expense, of a professional carpet cleaner.

I trust this is not the way That Awful Company wishes to conduct business with valued customers—I have been with you since the company was founded and have never encountered such treatment before. I would welcome the opportunity to discuss matters further and to learn how you propose to prevent a similar situation from recurring. I look forward to hearing from you.

Yours faithfully,

Signature
Name

Source: https://www.scribendi.com/academy/articles/example_complaint_letter

POSTASK/LANGUAGE FOCUS

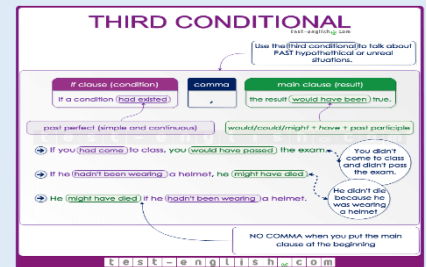
UNDERSTANDING NEW

In the grammar focus, the third conditional will be

introduced as a way to present conditions in case the trip is a failure. Additionally, we will review expressions of advice, as well as the "If I were you" conditional

Figure 11

Third conditional



Source : <https://test-english.com/explanation/b2/first-second-third-conditionals/Source>

Figure 12

Asking and giving advice

Source : <https://myenglishteacher.co.uk/>

As a consolidation exercise, a role play is proposed where

CL	one partner is the traveler who has had a problem, and the other is the person in charge at the traveler's assistance point.
LLC	

Note: Development of session four of the didactic unit

Source: Own source

Table 6

SESSION N° 5-6 Prepare and Expose the project.

SESSION 5-6 PROJECT		
INTRODUCTION	WARMING (ACTIVATION)	
PREPARATION FOR THE PROJECT	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1.	WE WILL USE SESSION N°5 TO PREPARE THE FINAL PROJECT IN THE GROUPS CREATED (students will go to the computers room to look for information and start doing the presentation for next day).
DOUBTS	UNDERSTANDING THE USE GRAMMAR, AND STRUCTURES	At the end of the session, we will give 10 minutes to solve any doubt in relation with the project

Note: Development of session five and six of the didactic unit

Source: Own source

Table 7

SESSION N° 5-6 Prepare and Expose the project.

SESSION 5-6 PROJECT		
INTRODUCTION	WARMING (ACTIVATION)	Introduce the session and the order of exposition
PROJECT PRESENTATION	PUT IN PRACTICE CC	SESSION N°6 WILL HAVE 2 DAYS MARGIN WITH THE

	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1.	PREPARATION SESSION, AND IT WILL BE THE PRESENTATIONS SESSION all the members. of the group should participate in the exposition ad it will be evaluated with a rubric
FEEDBACK	UNDERSTANDING NEW GRAMMAR	At the end of the session the students will be given feed- back about their presentation and some suggestions of its improvement. -

Note: Development of session five and six of the didactic unit

Source: Own source

Table 8

Characteristic of the unit

Specific Compe- tences	Methodology	Evaluation tech- niques	Evaluation tools
CE1,2,3,4,5,6	4 SESSIONS OF TBL + 2 SESSIONS OF PBL	-Systematic observation to evaluation -- Analysis of documents and works presented	-class diary - Rubrics
grupings		Types of evaluation	
Individual work small groups		Hetero-evaluation: carried out by individuals other than the students to assess and grade. Co-evalua- tion: carried out among the students	

Note: Development of session four of the didactic unit

Source: Own source

Table 9

Specific competences and basic knowledges 80%

	NOT ACQUIRED	NEED TO IMPROVE	PROGRESS ADEQUATELY	TOTALLY ACQUIRED	NOT APPLIED
All skills	10-40	50-60	60-70	80-100	0
Applicable to ALL EVALUATIVE EXERCICE	Hardly ever	Sometimes	Often	Usually or always	WORK NOT PRESENTED

**COMPETENCE 1 (C1)
COMPREHENSION**

1. Understand and interpret the general sense and the most relevant details of texts expressed clearly and in the standard language, looking for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs

**COMPETENCE 2
(C2) EXPRESSION**

Produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, to express creatively, adequate and coherent relevant messages and respond to specific communication purposes

COMPETENCE 3 (C3) INTERACTION

3. Interact with other people with increasing autonomy, using cooperation strategies and using analogue and digital resources, to respond to specific communicative purposes in respectful exchanges with courtesy standards..

COMPETENCE 4 (C4) MEDIATION

Mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, to transmit information effectively, clearly and responsibly.

COMPETENCE 5 (C5) MULTILINGUALISM

Basic knowledge

Expand and use personal linguistic repertoires among different languages, reflecting critically on their functioning and becoming aware of their own strategies and knowledge, to improve the response to specific communication needs.

**COMPETENCE 6
(C6) INTERCULTURALITY**

(basic knowledge)

Critically assess and adapt to linguistic, cultural and artistic diversity based on the Foreign Language, identifying and sharing similarities and differences between languages and cultures, to act in an empathetic and respectful way in intercultural situations.

	IMPLEMENTED	NOT IMPLEMENTED
<p>COMMUNICATION</p> <ul style="list-style-type: none"> - Self-confidence and initiative. Error as an integral part of the learning process. - Commonly used strategies for the planning, execution, control and repair of the understanding, production and co-production of oral, written and multimodal texts. - Knowledge, skills and attitudes that allow mediation activities to be carried out in everyday situations: explanation of a graph. - Communicative functions related to the task: describe routines, ask and give information on preferences, tastes and interests, express opinion, give advice, narrate events, reformulate. - Informative (infographic) and literary (narrative) text models 	<p>Implement the next characteristics:</p> <p>Self-confidence and initiative. Error as an integral part of the learning process...</p>	<p>don't implement the next characteristics:</p> <p>Self-confidence and initiative. Error as an integral part of the learning process...</p>

and oral presentation thereof.

- Commonly used language units and meanings associated with such units.

- Lexicon of common use and interest to students related to leisure, information and communication technologies and daily life.

- Common sonorous, accent, rhythmic and intonation patterns, and general communicative meanings and intentions associated with such patterns (surprise intonation, disbelief, anger).

- Common orthographic conventions.

- Commonly used conventions and conversational strategies.

Note: Rubric of evaluation of the specific competences and basic knowledges

Source: Own source

Table 10

Key competences

NA (not acquired) 10-40	PA (progress adequately) 60-70	NAP (Not apply) CL- Linguistic C. Stem- Cientific And Mathematic C.	SC Social C EC Entrepreneur C. CC- Cultural C. PC Plurilingual C.
NI (Need to improve) 50-60	TA (totally acquired) 80-100	CD- Digital C. LL- Learning To Learn	

Applicable to all evaluative exercise 20%	LC 1	Stem 2	DC 3	LL 4	SC 5	EC 6	CC 7	PC 8
NAP 0 Not done	Activate, in a conscious manner, knowledge, skills and attitudes that enable the understanding, interpretation and critical evaluation of all types of messages – signed, written, audio-visual or multimodal – and communicating with others in a cooperative, respectful, creative and ethical way.	Understand the world using different scientific methods, mathematical thinking and technology to transform our surroundings in a respectful and sustainable way.	Use digital technologies in a secure, healthy, sustainable, critical and responsible way for learning, working and participating in society	Have the ability to reflect on your own learning, and to collaborate with others in a constructive way, promoting personal growth through lifelong learning and social skills.	Act as a responsible citizen and participate fully in social and civil life, based on a critical understanding of broad social, economic, judicial and political structures and concepts. It includes knowledge of world events and a commitment to sustainability and global citizenship.	Learn to analyze circumstances and ideas critically and to act accordingly in a creative and constructive way, and work with others to learn to take risks and reach decisions that affect your learning.	Understand and respect how different cultures express and communicate ideas.	Use languages in an efficient and appropriate way for learning and communication, while recognizing and respecting different linguistic expressions.

TA	
80-100%	
Always	
PA	
60-70%	
Often	
NI	
50-60%	
Some- times	
NA	
10-40%	
Hardly Ever	

Note: Rubric of evaluation of the key competences

Source: Own source

4. POSSIBILITIES FOR EDUCATIONAL RESEARCH PROJECTS.

Regarding prospects, I'm not sure which path I will take. What is clear is that I will become a teacher, and in the future, I would like to specialize in teaching foreign languages to individuals with learning difficulties. I'm unsure if I will pursue a doctorate in this field. Pedagogy and the adaptation of methods and materials for special needs have interested me for quite some time. As someone who faced difficulties during my childhood and adolescence, I have always believed that learning English as a foreign language has benefits for the human

brain. However, within the human race, there are divergent minds in many ways, and it is for them that I would like to conduct research.

5. CONCLUSION

In conclusion, in this work, we have focused on the importance of creating a well-designed didactic program for teaching English in secondary education. We have observed that English has become a lingua franca, enabling global communication among individuals and communities, as David Crystal describes it as a tool for global communication. We have analyzed the program of the school where I completed my internship, considering the regulations imposed by the state and my autonomous community, Galicia.

The school is a medium-sized family-oriented educational institution with students from middle to high socio-economic backgrounds, including some underprivileged students on scholarships. This diversity has allowed me to familiarize myself with a diverse student body, providing insight into the social reality of the school. Regarding the program, it has both strengths and weaknesses, as highlighted in the SWOT analysis. However, the most notable aspect is the limited use of active teaching methodologies by the teaching staff. Therefore, I have decided to base my proposed improvements primarily on implementing these methodologies for the programming of 4th-grade students in secondary education.

In terms of the changes applied and the unit I have designed, I feel proud to have implemented them, as they would add quality and competency to English language classes. The competencies addressed in the program include

linguistic, multicultural, STEM, and entrepreneurial skills directly, and the others are addressed in a cross-cutting manner.

Completing this work has been a significant effort for me, as I encountered some difficulties that made me doubt whether I could complete it. I started my internship a month late because a school initially approved me, but later they changed their decision, leading me to restart the search process. Furthermore, while working on the program, I realized that it lacked sufficient explanatory points and heavily relied on textbook content, limiting the scope for proposing certain activities. Lastly, attending classes on weekends and working every afternoon, in addition to the six hours of daily practice, caused exhaustion and some health issues. Despite these challenges, I am genuinely proud to have successfully developed this final project.

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